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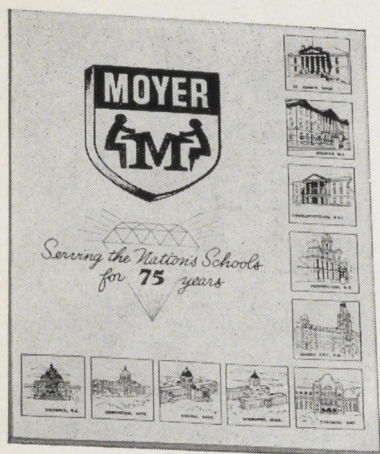
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THE ATA MAGAZINE

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the **ATA** magazine

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He Who Will Lead

The qualities of leadership are distinctive. Leaders have initiative, energy, judgment, ability, dependability, self-discipline, and courage. Leaders set high standards for themselves and drive relentlessly towards those goals.

Those who aspire to leadership need courage — courage to make decisions and to accept responsibility for decisions that go wrong. And mistakes will happen because leaders must act often on probabilities instead of certainties. Probably the most subtle of all challenges to a leader is the business of knowing when to follow the advice of people he works with, and when to reject advice that appears to be in conflict with other facts which he has available. To be able to meet this responsibility a leader must have complete confidence in his ability to make right decisions more often than wrong ones.

The effective leader meets a problem head-on, reduces it to its simplest, seeks the necessary information, and then decides on the solution. This is much more simply said than done, because it is the easiest thing in the world to lose sight of the whole problem in the concern for detail.

The real leader is able to delegate work so that he has the time to spend in thinking beyond the present, for nothing is more essential in leadership than the business of keeping ahead. The leader who becomes simply a manager is living a precarious existence.

Those who will be leaders must know the costs. Theirs will be a hard and often a lonely job. They must learn not to dwell on their successes but to seek lessons from their failures. They must learn the delicate difference between leading people and dominating them. Their satisfaction will come from the knowledge that human progress is the record of individual achievement.

Say What You Mean

People use words to tell others what they think. But people differ considerably in the way they use words. Teachers, for example, depend completely on the ability to choose appropriate words which express clearly their ideas to their students. So it follows that teachers, more than any other group, ought to know how difficult it is to convey their ideas to others.

Anyone who puts pen to paper to express an idea realizes very soon that the problem of saying exactly what he means is more simple in theory than in practice. The meaning of what he writes can be clear as crystal to him but may escape his reader completely.

The prime purpose of any language is to put together and to convey ideas. Probably no other language is capable of as much clarity and as many minute differentiations of meaning as is the English language. Consequently, the perfect tool for saying what we mean lies at our hand. If we cannot communicate ideas then we have not learned to use the tool well.

A writer must know certainly what he wants to say. Good writers will avoid generalities and choose instead the particular; they will use the concrete example rather than the abstract. They avoid the abstruse, involved, and pompous manner. They practice saying what they have to say clearly, logically, and gracefully. Artistry in writing is the business of saying what we have to say in the most direct and exact manner possible.

This brings us to what we set out to say in the beginning. The most important skill to be learned by students in our schools and universities is the communication of ideas. This is the primary purpose of the study of language. It is not an ability easily come by because the use of language requires work. The business of plain writing or plain talk is the most important part of language. You need to be able to say what you mean.

Second Thoughts

A noted Alberta educationist says experience shows that we should take another look at general ability grouping by classes.

NOW, some 30 years after the Bagley-Terman debate, much is again being said on this continent in favor of homogeneous grouping. And much can validly be said. To the degree that grouping implies sensitivity to individual differences and a reaction against unduly prescriptive and uniform curricula, the emphasis has been healthy.

In a good deal of current literature, however, we come upon proposals and promises of a more disturbing kind. Some of these suggest homogeneous grouping as a kind of general panacea. Indeed, they come close to proclaiming that all our educational ills would vanish if only we would measure, classify, and variously segregate our students.

It seems only fair that some thought should be given to the exposition of a different view, which this article will attempt to present and document, at the same time calling attention to some of the implications of certain kinds of grouping.

The first step must of course involve a closer look at the kinds of grouping subsumed under the label homogeneous. Many of these are not at all controversial. One is the grouping of children by grades (indirectly by age); and though it is easy to grow nostalgic about the strengths of the one-room country school, few of us would argue for these strengths against obvious weaknesses. Another is grouping within classes for specific rem-

edial purposes—in reading, for example, or in arithmetic. Still another is the grouping of students in terms of special interests and abilities in art, music, science, vocational and other subjects as electives (especially at the high school level). Few of us would object to such arrangements as educationally unsound or dangerous. Nor would we, I believe, oppose the setting up of special classes for the handicapped: the deaf, the blind, the palsied, the educationally subnormal.

So much for these. A very different kind of thinking is involved in current proposals for categorical grouping in terms of general intelligence as measured by I.Q. tests—ability grouping, if you like. We are told that the so-called brilliant children should be segregated from so-called average children on the basis of such tests. We are urged to set up discreet groups not only for the bright and the dull, but for various shades and categories between. We are even advised to stream not only within schools, but to establish separate schools for separate grades of intelligence or different “types of mind”. The psychological and philosophical assumptions underlying such proposals seem especially in need of inspection.

Let us note first that the psychologists themselves are less than unanimous on a number of important issues relating to intelligence. One of these concerns the degree to which intelligence is general

on Grouping

H. S. BAKER

or specific. Another has to do with constancy or modifiability of the I.Q. Alternative to the latter or as a restatement of it, still another queries the possibility of measuring intelligence accurately.

If intelligence is general, constant, and precisely measurable, the advocates of rigid grouping and streaming have a fairly strong case—at least on the strictly psychological side. There would be the following kinds of assurance: that all students assigned to a given I.Q. category belong there — indisputably; that they would continue to belong there; and that their potential in all areas of learning — language, mathematics, the arts, etc.—would be substantially the same.

If on the other hand intelligence is rather more specific, modifiable, and/or difficult to measure accurately, there is obviously much less justification for any clear plan of classified education. Specific abilities imply specific, not general groupings. If intellectual power is increased or reduced by the quality of experience—that is, if the I.Q. is even in part a function of educational opportunity—a rich and varied, rather than a dead-level, group would seem desirable. And whether the shifts of intelligence are real or only apparent (because of inability to measure accurately), the formidable problems of transfer are avoided in homogeneous groups.¹

Generally speaking, the English have operated on the assumption of a general,

constant, and measurable I.Q. It is this view that North American admirers of English education have long been urging for this continent. What is not so obvious at this distance is that English admirers of North American education are urging the reverse reform at home. Struggling with problems of '11-plus' they are having their share of disillusionment with the premises of a static I.Q. definitively measured.

By claiming that innate, as distinct from acquired, mental ability could be measured by intelligence tests some psychologists implied that it would be possible to devise scientifically accurate and reliable methods of selection for the different types of secondary school. Experience, however, has proved these hopes to be false. . . . The old issue between nature and nurture has not been resolved. . . . It is necessary only to study the history of intelligence testing over the last forty years and the many changes in authoritative opinion that have occurred, to see what errors have been made, and to realize what a barren and fruitless task has been the search for pure intelligence as distinct from acquired ability . . . (aptly described by an American writer as "an Elysian field for the tired mind in a dogmatic mood").²

Geneticists as well as environmentalists will, of course, continue to press their claims. And research will go on—

¹A recent report of the National Foundation for Educational Research in England and Wales estimates the misallocation of students in English secondary schools at ten percent. Transfer is difficult or impossible.

²Flann Campbell, *Eleven-Plus and All That*: London, Watts, 1956, pp. xii-xv. Evidence of the National Foundation for Educational Research is said to show clear variations of 25 I. Q. points, and to suggest the possibility of much higher variations.

Dr. Baker is chairman of the division of secondary education, Faculty of Education, University of Alberta. His knowledge of the British system of education was obtained firsthand during a sabbatical year spent on study and observation of education in Great Britain.

though perhaps inconclusively, as up to the present time.³

Meanwhile the research on ability grouping as such is hardly more enlightening. It is true that what evidence there is slightly favors grouping, especially for children of low I.Q. The following points, however, must be kept clearly in mind.

First, the research is highly inconclusive:

"Experimental studies of ability grouping have been fraught with such difficulties relating to the many variables to be controlled and the diffused concepts about grouping that it can hardly be said that ability grouping has been evaluated experimentally."⁴ Second, the research is

referable only to academic achievement—formal knowledges and skills. It is, of course, quite possible, even popular, to assert that the school has no other responsibility but these, and to ridicule the concepts of personal, emotional, and character development and the improvement of human relations as major objectives. Many educators, however, maintain the importance of the latter kind of aim. "Research in the future should be directed toward the issues involved in the relationship between grouping practices and modern concepts related to the well-rounded development of the child."⁵

With reference to secondary school selection and streaming, recent developments in England are again significant. Despite tradition and even aside from political cleavages, substantial numbers of educators and laymen oppose and have for some time opposed general ability grouping. Educators complain of backwash effects which retard rather than advance achievement. Parents utter various protests, not the least interesting of which is that of the housewife who

urged more attention to the selection of teachers and less to the selection of students. The Council for Children's welfare formally opposes selection.

The following letter is from a junior school headmaster.

After many years as a teacher in various types of schools and a few years as educational psychologist to a local education authority, I became the head of one of their new junior schools. This is our fifth year. The school has two classes of unstreamed children in each age group—right through.

It has proved a most successful venture in education. Grammar school results are more than double the average of the authority. This is accounted for by the fact that a considerable number of children, who would have been 'B' or 'C' in other schools, are given full opportunity to develop under the stimulus and get to selective schools. As for the bright children—I say that their work is better than if they had been in an 'A' stream. The idea that non-streaming inhibits bright children is nonsense! But I am more pleased with the results of the less able children. Living and working in a free population, the better children seem to lift the level of the slower members of the class. . . . I think that being 'educated' is a social experience. All can take part—giving what gifts they have to the general good. Motivation to learning, doing, playing is the result of social stimuli, and I'm sure this accounts for our most satisfying results in all directions.⁶

And the following from a secondary modern teacher.

There are many ways of damaging a child, one of the worst, I think, is to imprison him in a definition. He is a secondary modern school child; he is capable of this or that limited amount of mental effort; this or that term must be placed on his schooling. It seems to me that at the back of all his everyday practical educating a teacher ought to sense the need to defy such of these definitions as he can, or at least to be profoundly skeptical of them. The best of schools probably is at its most excellent when it forgets for a while to be strictly and formally itself, when the definitions are blurred; when the child is seen to be more important than all the apparatus of lessons and assessments, and in the final analysis much too mysterious to be contained by them.⁷

It goes almost without saying that some North American educators regard current efforts to improve educational outcomes by means of ability grouping as

³The Russians have for some time supported the view that, except for brain damage, differences in intelligence are primarily the result of cultural and other extrinsic factors.

⁴Henry J. Otto, in Monroe, *Encyclopedia of Educational Research*: New York, The Macmillan Company, 1952, p. 377.

⁵Otto, *op. cit.*, p. 378.

⁶In *Forum*, 1:2 (Spring, 1959), p. 50.

⁷Edward Blishen, "The Potentialities of Secondary Modern School Pupils", in Simon, *New Trends in English Education*: London, MacGibbon & Kee, 1957, p. 4.

distinctly dangerous. Thus Allison Davis (together with Eels, Haggard, Hess, and other associates) at the University of Chicago, after experimenting with class bias and cultural factors in intelligence tests and measures of reading achievement, refers to "the evils of homogeneous grouping".

Nearly all such segregation of pupils . . . is based upon their reading scores or intelligence-test scores. These scores in turn, as well as ratings by teachers, are strongly influenced by socio-economic bias in the tests . . .

Homogeneous grouping really sets up different social and cultural groups within the school, and thus establishes different learning environments. Most middle socio-economic pupils are placed in the faster groups, while most lower socio-economic pupils are placed in the slower groups. Because selection of pupils is based upon either reading scores or intelligence-test scores, or both, many other abilities and problem-solving activities are not considered. The result is that most of the middle socio-economic group, and most of the lower socio-economic group lose something. Segregated from each other, unable therefore to stimulate or to imitate each other, each group fails to learn well those problem-solving activities and insights in which the other group excels. Both groups lose more than they gain.⁸

Our discussion has been moving, obviously, from psychological toward social and philosophical considerations. The point is not, surely, that ability grouping *per se* is undemocratic: there seems to be nothing undemocratic in pressing the student toward a frank recognition of his genuine strengths and weaknesses. Nor is the issue—as we have been told that it is, ad nauseam—one of equal outcomes. Quite clearly the purpose of any educational plan, classified or unclassified, is the maximum development of all the valuable powers of the individual. The North American view is however characteristically egalitarian in the sense that it wants no undergirding of class structure in the public schools; further, in the sense that it looks to the schools for the inculcation of democratic attitudes, competencies, and behavior.

The latter sense is clearly relevant to proposals for the segregation of gifted

youth in special schools or classes. It has been pointed out that gifted youth especially need continued association with average boys and girls. Presumably this association is of special importance in the social studies, and perhaps in some phases of English. Lou LaBrant observes:

The brilliant student has taken from him the most difficult language problem he can face; the problem of making himself clear to those with less ability than he; the basic problem of leadership, of developing in himself, and in the less-gifted, the recognition of the responsibility intelligence should carry with it.⁹

A primary danger of classified education, then, is simply that our total educational purposes may not be well served. This point is often brushed aside by some spokesmen for a classified education whose arguments but thinly veil their approval of a classified society. They speak approvingly of discreet functions of leadership and followership. They predicate the future of democracy on the enlightened beliefs of an élite—to be endorsed humbly and gratefully by a new twentieth-century class of hewers of wood and drawers of water. Those who hold a different concept of the nature and function of democracy are termed anti-intellectual. These things speak for themselves.

If anti-intellectual is at all a fair term for those who resist educational and social stratification, there is a paradox in its inclusion of educators and others on both sides of the Atlantic whose scholarship and integrity are not in doubt. A comparison of recent statements by P. E. Vernon (probably Britain's foremost authority on secondary school selection) and J. B. Conant (internationally known American educator, statesman, and scientist) shows startling similarities.

An excerpt from Vernon follows:

The evidence does seem to point to some form of grouping, such as indeed already exists in many American high schools. Nevertheless, we have seen that there are many dangers in introducing anything that implies competitive selection or stereotyping of ability levels. It is, therefore, preferable to keep to grouping by age, and later by interest, as far as possible. Up until about nine years of age or the fourth grade, there would seem to be no good case for any ability grouping other than segregation of the lower-grade feeble-minded, the physically handi-

⁸Allison Davis, "Education for the Conservation of Human Resources", *Progressive Education*, 27:7 (May, 1950), pp. 225-226.

⁹Lou LaBrant, *We Teach English*, New York, Harcourt Brace, 1951, p. 241.

capped, and, perhaps, temporary remedial classes for the higher-grade defectives and the very backward. However, by the age of about thirteen or the eighth grade, the range and complexity of abilities appears to have become much wider. It is still doubtful how satisfactorily we can measure range of ability in any absolute sense even at this age. But everybody can't go on studying everything, and, in the interests of professional and vocational objectives, some specialization should begin to be introduced. Hence, some degree of grouping by general ability, and to an increasing extent by interest, would seem legitimate. . . . Even when grouping is introduced, there should be sufficient overlapping between groups to make transfer up or down easy, and of course sufficient common activities in a school or college to discourage the formation of barriers. In other words, the process should be one of gradual approximation in accordance with the principles of educational guidance rather than one of selection or irreversible decision.

Inevitably this is a vague kind of framework and the psychologist must always remember that his prescriptions are liable to be upset by social prejudices and traditions, financial shortages, increasing birthrates, and innumerable other factors. The American type of school organization seems to meet the prescription set forth in this paper more nearly than does the British, though it may, of course, show weaknesses in other respects. Some means should be devised of giving greater and earlier recognition to individual differences in general educability and of avoiding, if possible, some of the mistakes that have arisen in England as a result of the stranglehold of tradition and the well-intentioned but shortsighted policies of educational planners.¹⁰

Elsewhere Vernon has written:

In order to avoid unduly early and rigid segregation, either between different schools or within schools, we advocate the further development of individual and small-group work within classes, and the expansion of more diversified secondary courses . . .¹¹

The first report of the Conant study on American high schools, sponsored by the Carnegie Corporation, is still on the press; but a number of its recommendations are available in advance. Some of these follow:

1. The Counseling System—There should be one full-time counselor or guidance officer for every 250-300 pupils in the high school.
2. Individualized Programs—It should be the policy of the school that every student have an individualized program; there would be no classification such as college-preparatory, vocational, or commercial.
3. Required Programs for All—Four years of English, three to four of social studies, one of math, and one of science, plus a significant sequence of electives.
4. Ability grouping — Students should be grouped according to ability subject by subject.
7. Diversified Programs for the Development of Marketable Skills—Half a day is required for eleventh and twelfth grades for vocational work.
8. Special Considerations for the Slow Reader—Ninth-graders who read at a level of sixth grade or below should have special attention by special teachers.
9. Programs of the Academically Talented—School policy should be adopted in regard to effective programs for academically talented as a guide to counselors.
10. Highly Gifted Pupils—Identification of this group, about three per cent nationally of the student population, should start in seventh or eighth grade.
16. Developmental Reading Program—A school should have equipment for a developmental reading program.
17. Summer School—The school board should operate a tuition-free summer school, both for repeaters and for the ambitious.
18. Foreign Languages—Guidance officers should urge the completion of a four-year sequence of one foreign language if the student demonstrates ability in handling foreign languages.
19. Science courses—All students should obtain some understanding of the nature of science and the scientific approach, given in a course divided into three sections grouped by ability.
20. Homerooms—For the purpose of developing an understanding between students of different levels of academic ability and vocational goals, homerooms should be organized in such a way as to make them significant social units in the school.
21. Twelfth-Grade Social Studies—This course should develop not only an understanding of the American form of government and of the economic basis of our free society, but also mutual respect and understanding between different types of students.¹²

¹⁰Phillip E. Vernon, "Education and the Psychology of Individual Differences", *Harvard Educational Review*, 28:2 (Spring, 1958), pp. 102-103.

¹¹Phillip E. Vernon, *Secondary School Selection*: London, Wyman and Sons, 1957, p. 169. This is the report of an inquiry of the British Psychological Society, the thirteen-member working party which includes the following: Dr. Charlotte Fleming (University of London), Mr. D. McMahon (University of Edinburgh), Professor B. S. Morris (University of Bristol), Professor E. A. Peel (University of Birmingham), Professor F. G. Smith (University of Durham), Dr. S. Wiseman (University of Manchester).

¹²In *Education U.S.A.*, January 15, 1959.

¹³This would seem to involve, in addition to ability, achievement as a criterion for grouping. Further, it would seem to involve valuable factors of enthusiasm and drive often associated with vocational plans.

The points of correspondence between these two statements are so obvious as hardly to need pointing up. To name only a few: grouping by special interests and abilities rather than by streaming along general ability levels;¹³ special programs for dull, backward, or remedial groups; special attention to the highly gifted; maintenance of a common core of activities (especially the social studies) for all
(Continued on Page 34)

A proper concept of the place of —

Music in the Elementary Classroom

AS they were leaving the garden of Eden, Adam was heard to remark to Eve: "We live in an age of transition, my dear!" Like our pristine ancestors, we too live in an age of transition; and like theirs, ours has brought both benefits and problems. One modern benefit is an ease of communication which permits people in remote regions to enjoy entertainments which otherwise would be reserved to the inhabitants of large cities. That this is a blessing, few would deny; but observe an undesirable consequence of this blessing. Whereas in earlier times we were a nation of active singers and performers, we have become passive listeners and viewers.

Mass media have shortened the distance between places formerly remote from each other. We can travel from Toronto to Calgary in six and a half hours. Thus the airplane transforms a journey of 2200 miles from an arduous adventure into a pleasant summer afternoon's jaunt. That this also is a blessing, few would deny; and yet observe again the undesirable consequences. In earlier times when "the town on the other side of the hill" was a day's journey away, each community possessed a distinct musical culture of its own which its isolation from other communities encouraged. Parents who considered it a

parental responsibility to sing to their children transmitted these cultures from one generation to the next. Could they be preserved, these cultures would be the very soil to nourish a truly national art. Unfortunately they are not being preserved. Network hook-ups, microwave, and a multitude of other devices have supplanted the family as cultural transmitter, and are progressively destroying the remnants of our musical individuality.

It is sometimes argued that this very capacity for the widespread dissemination of music is sufficient compensation for the destruction of local musical cultures. Such a capacity can never be more than partial compensation for the cultural havoc that has been wrought; and even then, only if the capacity were employed extensively for the raising of public taste. It is not so employed, however. High operational costs have made mass media dependent upon advertising revenues. "He who pays the fiddler, calls the tune", and since businesses cannot be expected to care who buy their products, mass media are addressed to the largest possible public. This has caused the taste of the average to become a norm for programming, and efforts to address a higher standard are often rejected as bad business. "Will it sell?" has become the most effective of artistic criticisms.

Since mass media are unable to undertake the task, to what other agency can responsibility to conserve the remnants of our musical heritage be assigned? The great conservatories are for the training

ALAN A. SMITH

of specially endowed individuals for an artistic career rather than for the lifting of public taste. A current study indicates that the churches are a foremost influence in the musical life of Alberta. Church music, however, is a highly specialized art which does not provide the broad musical experience needed to remedy the present cultural malaise.

The institutions best able to contend with these cultural problems are the province's schools and school systems. No longer is this a matter for conjecture; its truth has been demonstrated repeatedly by the school systems of other provinces, of Great Britain, and of the United States. Children attend school during their most impressionable years. They are in the care of teachers qualified to understand their educational and personal needs. If their teachers will accept the challenge implicit in the present cultural dilemma, they can exert a great and effective influence. Such acceptance entails an increase in the amount of time devoted to the teaching of music, and a reassessment of methods to eliminate those inappropriate for the purposes being served.

Conservatory teaching methods are often inappropriate in the elementary school classroom. These methods are for use with students of unusual musical talent or interest who wish to study special performance techniques. Such study involves individual instruction, and its main objective is artistic performance. In each of these matters an elementary school music program differs from that of a conservatory. First, all children attend school, not just those with unusual musical talent or interest. Second, the economics of public education require that children be instructed in groups, a requirement inconsistent with conservatory dependence on individual instruction. Third, the principal objective of elementary school music is not a high standard of performance, but the nourishment of each child's ability to express himself musically, and to respond to the musical expression of others.

Secondary school music methods are

This is the first of two articles on music in our schools by Mr. Smith, assistant professor, Faculty of Education, University of Alberta at Calgary. Professor Smith believes that present teacher education policies are making elementary schools increasingly dependent on unofficial music specialists who have received their training elsewhere.

also inappropriate in the elementary school classroom. Such methods presuppose the ability of more mature students to work for more distant goals, and their purpose is to lend precision to the thinking of minds in which an enthusiasm for music already exists. To quote from Alfred North Whitehead's book, *The Aims of Education*: "Education must essentially be a setting in order of a ferment already stirring in the mind. You cannot educate mind in vacuo." In former times, musical ferment was stirred in children's minds by the active musicality of the family and the community. Both of these institutions have succumbed to an increasingly popular ideal of passive conformity which disqualifies them for this task. If the methods employed in the elementary school are those of the precision-oriented secondary school or of the conservatory, the ferment must remain unstirred.

Present Alberta teacher education policies are making Alberta elementary schools increasingly dependent for music instruction on unofficial music specialists who have received their training elsewhere. Many of these specialists are conservatory graduates and tend to employ methods in their classrooms more appropriate for conservatory instruction. Further, elementary teachers who lack such training sometimes abandon the teaching of music because they have been led to believe by their conservatory-trained colleagues that it is a narrowly technical science for which they feel themselves to be ill-equipped. This is unfortunate, since music is only sec-

(Continued on Page 18)

W. B. DOCKRELL

The Child, the School, and Society

THERE are parts of the world where political opinion, religious beliefs, color of skin, or family income determine the kind and the limits of education—or even whether a child shall be educated or not. This discrimination on the basis of color or creed, political belief, or size of income is now unacceptable in the society to which we belong. It is a basic principle in our society that all children are entitled to equal educational opportunity.

The provision of this equal educational opportunity seems to be much simpler than any system which provides discrimination. In fact, democratic countries have found systems (which were devised to be fair) criticized because they are unequal. Let us examine the application of the principle of equal educational opportunity by two systems of education, the British and the American.

In the United States the doctrine of "separate but equal" has been deemed unconstitutional by the Supreme Court. This decision in my opinion represents a widespread American conviction that separate schools whether for white children, for Catholic children, for wealthy children or for gifted children are necessarily unequal: that a democratic educational system means one school for all the children of a particular area, wheth-

er it be a school district or a part of a large city.

In Britain, diversity, not unity, is taken to be the key to equal education. Not all children will attend a single school but all children will go to the school that provides an education appropriate to the child's age, ability, and aptitude. A wide range of educational opportunities is offered, not that one child may have a better education than another, but so that each child should have the education which is best for him. (In this article, because in England what we call public schools are very private schools, all schools supported from public funds will be referred to as state schools.) British state schools include day schools and boarding schools; schools for the gifted, the dull, and the average; Anglican schools and Methodist schools, Catholic schools and Unitarian schools, Jewish schools and atheist schools. Here, then, is the flexibility and comprehensiveness of the English school system. It surprises British people that the Americans,

boasting of their liberty and freedom from state control, accept an educational system which leaves parents without choice of school and often without choice of schooling. Equally Americans find that the British system is the negation of equality when a maximum of ten years' schooling is provided for one child and nearly twice that for another.

Oddly enough, both systems are criticized on the same ground—that they are unfair to children from lower socioeconomic groups. The list of American critics is long; Hollingshead, Warner, Davis, and Havighurst are a few of the psychologists and sociologists who think they have found a basic pattern of discrimination in the American comprehensive or composite high school. The critics of the British system include Simon, Pedley and Floud, and the British Labor Party.

Let us look at the British system first. There are parts of Britain where there are single comprehensive high schools on the American model, but the typical British system is still a tripartite division at age eleven. Children at ten or eleven take an examination on the basis of which they are offered a place in a particular school. The top group on the examination are offered places in a grammar school where they take an academic course preparing for the university and the professions. In most areas, the next group are offered places in technical schools. These schools prepare technologists rather than technicians, that is, the men who make the plans rather than the men who carry them out. The remainder of the group are offered places in a secondary modern school. These schools are so diverse that it is impossible to generalize about them. They include the best and the worst in Britain.

The critics of the English system point out that only 15 to 25 percent of lower class children are assigned to grammar or technical schools while 75 percent or more of middle class children are assigned to these schools. Very few of the 25 percent of middle class children

refused admission to grammar schools actually go to modern or technical schools. For the most part, their parents prefer to buy them out of the state system and send them to private schools. This means that, in practice, modern schools are almost exclusively lower class and grammar schools are predominantly middle class.

If this system reflects a real difference in ability—after all, middle class children do tend to have a higher I.Q. than lower class children—then it is quite fair. Brighter children go to grammar schools, average and below go to secondary modern schools. However, very few psychologists would argue in this way now. The tests used to select children for grammar school are not even called intelligence tests anymore. They are called educational aptitude tests. And this is the crux of the matter. These test batteries do select with frightening efficiency those children who have aptitude for a particular form of education. This is the traditional academic education. Grammar schools get their name from schools which taught not English but Latin grammar, and there are very few British grammar schools which do not teach Latin today. Their curriculum is highly verbal: one or two ancient languages, two or more modern languages, English, history, mathematics, and the physical sciences. All are taught in a verbal non-practical way. The lessons in geography, mathematics, chemistry, and physics often bear no relation to experiences with the world at large—they are words about words. These observations are not made in a critical sense. Rather they are made to point out that what is required is verbal facility, a good vocabulary, an easy flow of words, and practice in the use of words. These skills are what our educational aptitude tests measure. There is a growing body of evidence that what discriminates lower class children from middle class children is primarily knowledge of words and skill in their use. British tests do not select the most 'intelligent' but the most facile in the use of words. It is a

beautiful closed circle. Tests are constructed to discriminate between those who will fail and those who will succeed in a highly verbal academic curriculum. The grammar schools justify themselves on the ground that this is the type of education 'intelligent' children need.

There is then a large group of children from the lower class, how large we cannot say at the moment, who are rejected by the grammar schools though they can reason as well as those who are accepted. What they lack is facility in the use of words. It is this disadvantage in the use of language that ultimately prevents a child from being admitted to a grammar school.

Now what of the lower class children who are admitted to grammar schools? First, the state makes every financial provision. Fees, books, travelling expenses, clothing, even a maintenance allowance are paid. There is no financial barrier in the way.

There are other more subtle but equally strong barriers. The grammar schools have been traditionally middle class schools and most of them still maintain a watered-down version of the practices of the great English public schools. There are prefects—older pupils who are not only responsible for catching the wrong doer but also often for punishing him when he is caught. Discipline is aimed at conformity, not to moral standards, but to social conventions. Haircuts are as important as honesty. There is the whole mock heraldic panoply of

school uniforms and school badges. There are games—not to be enjoyed but to build character. Grammar schools often play rugby or hockey, and of course cricket. Modern schools usually play soccer. If adjoining modern and grammar schools do happen to play the same game, it is most unlikely that they would play each other. The whole system is a complex process of acculturation. Either the lower class child is absorbed and rejects his former friends, his neighborhood, and even his family, or he rejects the school. There is no half-way house.

If you were to go into the staff common room of an English grammar school as morning recess ended, you would hear sighs and complaints by those teachers who were to teach the C and D streams of the third, fourth, and fifth years. It is said that there are the A's, the B's, the Clowns, and the Duds. These clowns and duds all have I.Q.'s over 115 or 120. They are resistant to the teachers; they flout regulations; they take no part in extracurricular activities; they slop and slouch around the school, and fail to complete their assignments. For the most part, these are the lower class children who have failed to conform to the middle class standards of the grammar school. They have rejected the school and been rejected by it. They have learned only one thing in school, that they are failures, that they are stupid. This is the lesson taught by every teacher in every period. Here we can see the intellectual cream of a country turning sour. Need it be added that the dropout rate is highest among lower class children.

Do you want to look further for a generation of angry young men cynical about the price they must pay to find room at the top?

The criticisms of the English system then are twofold. The first is that the selection tests do not test intelligence but a particular type of ability, so that a large group of children of high intelligence are rejected by the grammar schools. The second is that lower class

Mr. Dockrell is assistant professor in the division of educational psychology, Faculty of Education, University of Alberta. He was educated in Britain and taught in British elementary, grammar, and secondary modern schools. Mr. Dockrell served as psychologist to the Manchester Education Committee prior to coming to the University of Alberta. He has also studied and taught in New York and Chicago.

children admitted to the grammar school are often rejected by the school and become failures, not because they cannot do the work but because they do not conform to the middle class ethos of the school.

One solution of the problem of providing equal educational opportunity is the provision of a single high school for all children from a particular area. This is the American practice. There are many exceptions to this practice—the Bronx High School of Science is one example. However, these are exceptions to the general principle of a common high school for all children. There is a division into two major groups. The first is the large cities and their suburbs where there are many high schools each serving all or most of the children of an area. The second is a small city or rural area where one high school serves the whole community.

In the large cities, whether we like it or not, there is segregation. Any citizen of Chicago knows which are the Negro schools because certain areas of the city are inhabited solely by Negroes. Similarly there are middle class and lower class schools. The pupils of Benjamin Franklin High come from the overcrowded tenements of East Harlem; the pupils of Midwood from the pleasant, well spaced homes of Flatbush. The single school is a myth for many millions of Americans. They are as rigorously segregated by class and color as in Britain.

The single community high school provides for all children regardless of color or family income or ethnic origin. But does it provide equally for all? In 1950 over 50 percent of American 20-year-olds had not graduated from high school. Yet a survey of a typical small American city showed that over 95 percent of the middle class children graduated but less than 40 percent of the lower class children. In America, as in England, we find that 90 percent of middle class children participate in extracurricular activity but only 40 percent of lower class children. The middle class children occupy most

of the elected positions in clubs and student government. The middle class children attend high school dances and parties and watch the sports events. By and large the lower class children do not. Whatever it is that the high school has to offer outside the classroom, the lower class groups do not get their share of it.

What about the education inside the classroom? The lower class children don't get their share of that either. I.Q. for I.Q. the middle class children get better grades. Many of the lower class children are underachievers; most of the upper class children are not. Yet teachers, principals, and counsellors are concerned more with the already good grades of the middle class children than they are with the underachievement of the lower class child.

Thurstone has produced a primary mental abilities test that separates I.Q. into a number of different abilities — reasoning, spatial perception, verbal ability, numerical ability, and so on. If we want to predict success in the American high school the significant factor is not reasoning or practical ability but verbal facility. As in England, the high school curriculum is highly verbal. It is not ability to reason that is so important, but a free use of words. This is the very quality that distinguishes the lower class child from the middle class child. The curriculum of the schools, elementary and high, is designed to fit the abilities and aptitudes of only a segment of the population. There are of course many other factors that limit the success of lower class children in Britain and America. The more obvious are different levels of motivation, different values and interests. Curriculum is mentioned because, as teachers, although we cannot alter the social background children come from, we can modify the school programs children come to.

It may very well be the case that the faults evident in the British and American educational systems are to be found in Alberta. In 1955, barely 21 percent

(Continued on Page 29)

Time for Reform

H. J. M. ROSS

DEMOCRACY'S greatest social invention, parliament, is the evolutionary result of a process, not the product of a single flash of genius. An institution which attempts to meet changing social needs is characterized by change.

In some degree, this concept applies to our parliament, the Annual General Meeting of The Alberta Teachers' Association. What our Annual General Meeting was and what it was supposed to do in the past is one thing. What its composition and function should be now may be another matter, because of changes in the Association itself.

To understand the present problem, a quick look into the past is necessary. In the beginning, the Association was a loosely knit, voluntary membership organization, and locals as we understand them today did not exist. The problem at that time was to get enough people to attend the Annual General Meeting, and so it was a case of any member attending who wished. At that time, perhaps the most important function of the teachers who attended was to act as liaison with other teachers throughout the province.

Eventually, as the Association grew in popularity, the Annual General Meeting grew unwieldy and various pruning procedures were invoked to keep it to a workable size. Unfortunately, the modifications were concerned only with numbers and not with fundamental concepts and different needs.

The idea that AGM councillors could function as liaison personnel between central and local administrative units has fallen into disuse. With the development

of active local units our greatest problem is to integrate the work of central and local administrations and through this procedure to communicate with the general membership. The Association has developed many new devices for communicating more effectively with local units—regional conferences, economic institutes, Banff conference, newsletters, *The ATA Magazine*, district representatives, and, on special occasions, meetings of presidents of locals. As a consequence of these changing procedures, the main function of the Annual General Meeting is that of making policy. This refinement will be increasingly important in future years, and we should witness a marked change in the character of the business of our Annual General Meetings in the future.

The other side of the problem is the direct result of a marked increase in membership. It seems clear that our larger locals will become even larger and that some of our smallest locals will remain about the same in size. This disparity of size of our locals calls into serious question the appropriateness of

Mr. Ross is principal of Windsor Park School in Edmonton and is the immediate past president of The Alberta Teachers' Association. He believes that we should not tinker with devices to reduce the size of our Annual General Meeting. The problem, he thinks, is basic and warrants much more careful consideration than has been undertaken so far.

using the local as the only basis for representation at the Annual General Meeting. If we continue to use the local as the only unit for representation, we will be forced to tinker periodically with our constitution to keep the size of the Annual General Meeting from growing unwieldy.

Another aspect of the Annual General Meeting is the composition of its membership. There is not the slightest question that AGM councillors should be those with ability and experience in Association affairs. These dual criteria—experience and ability—are essential, if our councillors are to be able to perform effectively a legislative responsibility for the total membership.

It may be that the time has now come to take a bold and critical look at the function and composition of our Annual General Meeting. Perhaps the time has come to reorganize our parliament, to establish its function, once and for all times, as a legislative and deliberative body. To do this, we must accept two basic, if somewhat abused, principles of parliamentary government: first, representation by population, and second, elected representation.

Establishing a councillor-electorate ratio is a simple matter. If we wish the Annual General Meeting to have 300 members, the ratio can be set by dividing 300 into the teacher population annually. Thus, if we had 10,500 members, the ratio is one councillor to 35 members.

The election of councillors might be accomplished in two ways. First, when a candidate runs for election as president of a local, one of his stipulated responsibilities could be that of becoming a councillor for the Annual General Meeting. This ensures that each local is represented by its chief elected officer and also provides the Annual General Meeting with a representative from every local. In addition, it could be assumed that most, if not all, presidents have had considerable experience in Association affairs. This, of course, leaves a large number of councillors at large to be elected. Mr. Frank J. Edwards, a past president of the Association, has suggested that our convention areas be established as electoral areas. If an electoral area included eight locals and 1,050 teachers, that area would send as councillors its eight local presidents plus 22 councillors. These 22 could be elected during the convention. This is, of course, only one way of electing the councillors. There may be others.

The 1959 Annual General Meeting will have before it a proposition designed to trim the size of our parliament. If the resolution carries, it will at the best temporarily resolve the problem. Until there is agreement as to basic principles and procedure that will function whether there are 10,000 or 30,000 teachers, it would seem desirable to take no immediate action but to continue to study the problem.

Music in the Elementary Classroom

(Continued from Page 12)

ondarily a science, and then only for those who seek accurate mastery of advanced performance techniques.

There is currently popular a pedagogical notion that methodology has strayed too far from traditional disciplinary techniques used during the early decades of this century. Alberta music methodology presents an interesting case to test this thesis, since it has remained

traditional while other subjects have used experimental procedures. Notwithstanding the excellent music programs in some Alberta schools, the results on a province-wide scale are discouraging. During the same period, experimental procedures in music programs elsewhere have proven it to be possible for a community's schools to be one of the strongest contributors to that community's musical life.

Now is the Time

THE PRESIDENT'S COLUMN



The problem of the teacher shortage continues to be the major problem in education in Alberta, as in all of Canada. Today, there are still children who get part of their schooling by correspondence courses, who either do not have a teacher or have one with a bare minimum of training. But this does not tell the whole story. Our real shortage is a shortage of quality at all levels in our school system—a quality that is bought only by selection and years of professional preparation.

Over the last ten years the percentage of teachers with university degrees has been increasing slowly. Approximately 25 percent of Alberta teachers now hold degrees. It is probable that one of the factors in this increase has been the creation of the Faculty of Education with its responsibility for all teacher education. Another factor has been the growing realization that good teachers and good teaching don't just happen.

But we have a long way to go. In this province, it is possible for a high school graduate to take just one year of teacher education in order to be granted a certificate to teach. In 39 states of the United States, a university degree is necessary before one may teach in the schools. In England, one must have three years of training before being allowed to teach.

In our neighboring province, Saskatchewan, two years of teacher education are required before one may be granted a teaching certificate. The increase in entrance requirements for teacher training in Alberta is a start in the right direction, but only a start.

This year, for the first time, the Department of Education, in cooperation with the Faculty of Education, is holding a summer school for teachers with matriculation deficiencies. The Executive Council of the Association has endorsed this proposal as being in complete accord with the established policy of improving the academic and professional training of teachers.

Good as these measures may be, they are only first steps in the proper direction. They must be followed up by a long-range policy of increased requirements for entrance to the teacher education program and a minimum requirement of four years of university education prior to certification. We believe that the next obvious step is to raise the requirement for a teaching certificate to two years of university education immediately. This should be followed by raising the requirement to three years and finally to four years.

Today there are many more scholarships and bursaries available than ever

before. In addition, there is considerable financial assistance available to most prospective university students, and there is the added prospect of being able to earn during the five months between the close of one university year and the opening of the next.

If there is any lesson this life teaches, it is that we seldom regret buying quality. So it is with teachers. A profession

is held in high regard by its members when the conditions of membership include extensive and careful preparation. The reverse of the coin is surely that a person can have only contempt or, at the best, only the most casual regard for a vocation which requires but little by way of preparation. Like begets like. And in this observation may very well lie the solution to the teacher shortage.

Education Week Opening Ceremony

APPROXIMATELY 200 guests, representing most educational and lay organizations in northwest Alberta, gathered in the Park Hotel, Grande Prairie, on Monday, March 2 to take part in the third annual Education Week opening ceremony sponsored by the Association. Vice-President R. F. Staples was chairman.

Mayor George Repka welcomed the guests to the city and emphasized the importance of education to Canada's future. Dr. T. C. Byrne, chief superintendent of schools, in his address officially opening the week, noted that the teacher was the most important factor in efforts to improve education. Five factors for improving instruction, he said, are: teachers, parents, community, administration, and curriculum.

Dr. W. H. Johns, president of the University of Alberta, also emphasized in his keynote address the importance of the teacher in the educational process. He said: "It is true the curriculum is a useful and perhaps a necessary guide to the work of the classroom, but the great-

est contribution to the education of the class comes not from the curriculum or the textbook but from the teacher. It is the great minds and the great personalities that will make the greatest impact."

Dr. Johns also pointed out the need for increased emphasis on the humanities in both the secondary and elementary school. "The great need is to show our young people as early as possible that, if a man is to be worthy of his heritage, each new generation should be better than the one that preceded it, and that they should learn to value, to understand, and to seek out those elements in our cultural heritage which are universal in their validity and are peculiarly characteristic of man's highest ideals and greatest achievements of the mind and spirit. Obviously they cannot do this alone, and herein lies the supreme task of the teacher, the greatest challenge to education in this or any other age."

E. J. L. Guertin, district representative for Northwestern Alberta, thanked Dr. Johns for his searching analysis of our educational system.



GREETINGS FROM THE CITY OF EDMONTON

I am pleased once again to extend a sincere welcome to members of The Alberta Teachers' Association attending their annual meeting in Edmonton, March 30, 31, and April 1.

Today our greatest accomplishments are achieved through knowledge and understanding. Education is the key to tolerance, appreciation and to leadership in the scientific and technological world of today.

May I extend the sincere appreciation of the citizens of Edmonton for the Association's efforts and accomplishments and all best wishes for continued success in the future.

Wm. Hawrelak
Mayor.

THE CITY OF EDMONTON

Order of Business

Annual General Meeting, 1959

Monday, March 30

- 9:00 Registration
- 10:00 Order
 - O Canada
 - Address of welcome
 - Minutes of 1958 Annual General Meeting
 - Appointment of AGM committees
 - Finance, Scrutineers, Resolutions
 - Hearing of fraternal delegates
 - Reports
- 12:00 Adjourn
- 1:30 Resolutions
- 3:15 Recess
- 3:20 Resolutions
- 4:30 Adjourn
- 7:30 Financial report (General Session)

Tuesday, March 31

- 9:30 Resolutions
 - Reports
- 10:25 Recess
- 10:30 Resolutions
- 12:00 Adjourn
- 2:00 Resolutions
- 3:15 Recess
- 3:20 Resolutions
- 4:00 Adjourn
- 6:30 Banquet: Address—Dr. M. E. LaZerte,
Dean of Education, University of Manitoba

Wednesday, April 1

- 9:30 Reports
 - Resolutions
- 10:55 Recess
- 11:00 Resolutions
- 12:00 Adjourn
- 2:00 Resolutions
- 3:15 Recess
- 3:20 Resolutions
 - Installation of officers and district representatives

God Save The Queen

Financial Report

Auditors' Report

February 10, 1959

To the Members of
The Alberta Teachers' Association

We have examined the balance sheet of The Alberta Teachers' Association as at December 31, 1958 and the income and expenditure statement for the year ended on that date and have obtained all the information and explanations we have required. Our examination included a general review of the accounting procedures and such tests of accounting records and other supporting evidence as we considered necessary in the circumstances.

In our opinion the accompanying balance sheet and income and expenditure statement are properly drawn up so as to exhibit a true and correct view of the state of affairs of the Association as at December 31, 1958 and the results of its operations for the year ended on that date, according to the best of our information and the explanations given to us and as shown by the books of the Association.

We submit the following comments:

Operations for the year 1958 have resulted in a surplus of \$5,666.17 on general account, and a deficit of \$343.40 on *The ATA Magazine*, or a net surplus of \$5,322.77.

In accordance with a resolution of the 1958 Annual General Meeting, an amount of \$20,749.68 has been transferred from Surplus to the Special Emergency Fund, leaving a balance of \$20,000.00 in Surplus at that time.

Additions to Fixed Assets during the year totalled \$6,272.97 of which \$2,372.57 was added to Building and \$3,900.40 to Furniture and Equipment. The mortgage to the Teachers' Retirement Fund has been reduced by \$5,250.54 during 1958.

Appropriations to Trust Funds from Revenue in 1958 totalled \$30,419.27, composed of \$13,000.00 from General Revenue and \$17,419.27 from Investment Earnings, the latter being the total investment earnings for the year. Details of the transactions in the Trust Funds during the year are set forth in a schedule attached.

Net cost of operating Barnett House for the year was \$4,300.69 or \$358.39 per month. This amount has been charged as rent for the Association under Office and Administrative Expenditures.

The Association's net assets, or members' equity, now total \$582,887.77, arrived at as follows:

Total assets per balance sheet		\$649,261.54
Deduct:		
Current liabilities	\$25,315.42	
TRF mortgage	41,058.35	
	<hr/>	66,373.77
Net assets or members' equity		<hr/> \$582,887.77 <hr/>

DELOITTE, PLENDER, HASKINS & SELLS
Chartered Accountants

Assets**Current Assets:**

Estimated fees receivable		\$19,159.97	
Cash advanced for executive expense		476.25	
Accounts receivable	\$ 2,062.41		
Less allowance for doubtful accounts	420.46	1,641.95	
Prepaid expense:			
Stationery, insurance, postage, etc.		3,594.92	\$24,873.09

Fixed Assets:

(at cost except as noted)

	Cost	Accum. Depreciation	Book Value	
Land	\$ 5,112.08		\$ 5,112.08	
Building	165,097.65	\$30,837.13	134,260.52	
Office equipment	24,648.16	14,328.45	10,319.71	
Library (nominal value)	1.00		1.00	
	<u>\$194,858.89</u>	<u>\$ 45,165.58</u>		149,693.31

Other Assets:

Professional assistance loans	\$ 7,515.00	
Deposits	655.00	8,170.00

Trust Fund Assets:

Cash in bank		\$ 5,796.22	
Investments:			
Securities (at cost)	\$442,767.54		
F. J. C. Seymour mortgage	2,264.98		
E. J. Ingram mortgage	5,789.58		
J. D. McFetridge mortgage	5,927.76	456,749.86	
Accrued bond interest		3,979.06	466,525.14
			<u>\$649,261.54</u>

Liabilities

Current Liabilities:

Bank overdraft	\$ 4,771.03	
Accounts payable	10,117.84	
Locals' fees payable	9,601.55	
Deposits on salary handbooks	825.00	\$ 25,315.42
		<hr/>

Long-Term Liability:

4½ % mortgage to Teachers' Retirement Fund, payable \$600.00 per month including interest		41,058.35
		<hr/>
Total liabilities		\$ 66,373.77

Members' Equities:

Unallocated surplus:		
Balance December 31, 1957	\$ 40,749.68	
Less transfer to special emergency fund	20,749.68	
	<hr/>	
	\$ 20,000.00	
Net surplus for year 1958	5,322.77	
	<hr/>	
Balance December 31, 1958	\$ 25,322.77	
Building fund reserve	81,039.86	
Professional assistance reserve	10,000.00	
Trust fund reserves:		
Scholarships	\$ 24,129.97	
Research	22,132.51	
Library	25,027.79	
Special emergency	257,402.62	
General	137,832.25	466,525.14
	<hr/>	<hr/>
Total members' equities		582,887.77

\$649,261.54

Income and Expenditure Statement

Year Ended December 31, 1958

Income

Fees	\$238,003.06	
Less transferred to <i>The ATA Magazine</i>	15,300.00	\$222,703.06
Investment earnings		17,419.27
Sale of handbook		1,129.40
Mimeographing charges		260.45
		<u>\$241,512.18</u>

Expenditure

Office and administration		\$ 78,605.64	
Law costs and legal retainer		3,650.00	
Publicity and public relations		6,521.16	
Fall conventions		4,428.03	
Fall convention secretaries' meeting		496.05	
Banff workshop	\$ 8,888.96		
Less receipts applied	4,682.95	4,206.01	
Principals' leadership course		478.50	
Annual general meeting		11,740.24	
Special expenses and severance pay re			
General Secretary-Treasurer		10,523.97	
Executive meetings		9,074.24	
General executive expenses		10,205.26	
Committees		4,799.97	
Salary negotiations		19,461.29	
Economic seminar		2,374.10	
Cameron commission		9,057.35	
Provincial salary schedule		751.03	
Board of Reference and grievances		1,758.08	
Canadian Teachers' Federation—fees		10,526.00	
Economic consultant		450.82	
Conferences and conventions		7,456.07	
Printing Handbook		2,618.00	
Scholarships	\$ 3,545.00		
Less revenue applied	965.73	2,579.27	
Library	\$ 38.82		
Less revenue applied	38.82	—	
Research	\$ 1,548.00		
Less revenue applied	882.34	665.66	
Trust fund appropriations:			
From general revenue	\$ 13,000.00		
From investment earnings	17,419.27	30,419.27	
Professional assistance appropriation		3,000.00	235,846.01
General surplus			\$ 5,666.17
Less magazine deficit for year			343.40
Net surplus , being excess of income over expenditure, for the year ended December 31, 1958			<u>\$ 5,322.77</u>

Schedule of Rental Costs

Barnett House

Year Ended December 31, 1958

Revenue

Rentals:

Monarch Life Assurance Company	\$ 5,766.36
Teachers' Retirement Fund	2,000.00
<i>The ATA Magazine</i>	1,200.00

Total revenue	<u> </u>	\$ 8,966.36
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Expenditure

Taxes	\$ 3,349.23	
Insurance	78.29	\$ 3,427.52
Maintenance		835.58
Heat		498.55
Light and water	\$ 1,245.45	
Less recoveries	444.75	800.70
Janitor	\$ 2,720.00	
Less recoveries	1,220.00	1,500.00

Total direct expense	<u> </u>	\$ 7,062.35
Interest on mortgage		1,949.46
Provision for depreciation at 2½ % of cost		4,255.24

Total expenditure	<u> </u>	13,267.05
Net cost in lieu of rent		<u><u>\$ 4,300.69</u></u>

Schedule of Trust Fund Reserves

December 31, 1958

Balance December 31, 1957

Add:

Appropriation from surplus
Transfer from supplementary pensions
Annual appropriation from revenue
Allocation of investment earnings

	Scholarships	Research	Library	Special Emergency	General	Total
Balance December 31, 1957	\$23,129.97	\$21,132.51	\$23,102.04	\$227,130.09	\$122,708.84	\$417,203.45
Appropriation from surplus				20,749.68		20,749.68
Transfer from supplementary pensions				43.31		43.31
Annual appropriation from revenue	1,000.00	1,000.00	1,000.00		10,000.00	13,000.00
Allocation of investment earnings	965.73	882.34	964.57	9,483.22	5,123.41	17,419.27
	<u>\$25,095.70</u>	<u>\$23,014.85</u>	<u>\$25,066.61</u>	<u>\$257,406.30</u>	<u>\$137,832.25</u>	<u>\$468,415.71</u>
Deduct:						
Expenses charged to reserves	965.73	882.34	38.82	3.68		1,890.57
Balance December 31, 1958	<u>\$24,129.97</u>	<u>\$22,132.51</u>	<u>\$25,027.79</u>	<u>\$257,402.62</u>	<u>\$137,832.25</u>	<u>\$466,525.14</u>

Revenue and Expenditure Statement

The ATA Magazine

Year Ended December 31, 1958

Revenue

Advertising	\$ 13,286.51	
Subscriptions	15,908.60	\$ 29,195.11
	<hr/>	

Expenditure

Administration	\$ 2,000.00	
Salaries	4,400.00	\$ 6,400.00
	<hr/>	
Printing of magazine (10 issues)	\$ 18,362.29	
Costs and commissions on advertising	2,638.18	
Postage—magazine	938.04	21,938.51
	<hr/>	
Rent and janitor		1,200.00
		<hr/>

Deficit for year ended December 31, 1958	
carried to income and expenditure statement	\$ 343.40
	<hr/>

The Child, the School, and Society

(Continued from Page 16)

of a year group got a high school diploma and less than 8 percent matriculated. Who are the dropouts? Are they incapable of passing Grade XII? In 1956, over 2,500 dropped out at age 15, some of them in senior high school grades. It seems possible that some dropouts left because they felt school had nothing to offer them.

In Britain we see exemplified most clearly an educational problem that is no less real in the United States and probably Canada, though it is less obvious here. The secondary schools, whether in university entrance or general education programs, provide a curricu-

lum that is suited to the interests and aptitudes of only a minority of students. The majority are condemned to an inappropriate, watered-down version of the matriculation program, to a series of weak and unstimulating options, or to dropping out. An educational system provides equal opportunity only when all children are offered an education that permits the maximum development of their talents. The high schools cannot afford to have only one aim—to prepare only seven percent of the population for university entrance, important though this is. We require curricula adapted to the needs and abilities of the majority as well as a curriculum for the élite.

DEPARTMENT OF EDUCATION



Official Bulletin

No. 192

Canada in the United Nations, 1957

We now have on hand a good supply of the booklet entitled *Canada in the United Nations, 1957*. These can be supplied to principals and teachers on request.

Special Reminders concerning 1959 Departmental Examinations

Chemistry 30

Students will not be examined on the content of Chapters 24, 25, and 26 of *Chemistry for Secondary Schools, Advanced Edition*.

French 30

Teachers of French 30 throughout the province are advised that a greater emphasis on English to French translation will appear in the 1959 papers than has appeared in the past few years.

Terminology with regard to verbs should be made clear to all students: *Passé Composé*, *Parfait*, *Passé Indéfini*—all mean the same tense; *Passé Simple*, *Passé Défini*, *Passé Historique*—all mean the same tense.

The information requested on the cover page of the French 30 examinations

about previous French courses **must** be supplied by all candidates. Teachers of French should so advise their students.

Grade IX Literature

To avoid misunderstanding, the last sentence of the second paragraph of page 8 of the *Junior High School Curriculum Guide for Literature* should be deleted. This sentence reads: "The Departmental examinations at the Grade IX level will not include 'content' questions but will be designed to measure understanding and appreciation."

As the curriculum guide suggests, teachers should not attempt to teach the whole text. An examination of the 1957 and 1958 examination papers in Grade IX Literature will indicate that up to one-third of the paper may be used to test the knowledge of selections and authors which the students have studied in their literature during the year.

Social Studies-Language, Grade IX

Please be advised that Part A of the Social Studies-Language examination paper is Social Studies and that Part B is Language.

Canadian Library Week

The Canadian Library Week Council has announced that the first annual Canadian Library Week will be held April 12-18, 1959. Sponsors of the Council are the Canadian Library Association, the Book Publishers' Association, and la Société des Éditeurs Canadiens des Livres Français.

The principal object of the week is to remind Canadians that wide reading is

one of the basic requirements for intelligent citizenship. In this day of pamphlet-eering, the picture magazine, and capsule comment, there is an even greater need than in the past for developing in our young people a taste for good literature, for good writing, and for good thinking.

For a better-read, better-informed Canada—wake up and read!

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(Please Print)

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Grade XII Summer School

The Department of Education, in conjunction with the University of Alberta, is sponsoring the first Grade XII Summer School for teachers with matriculation deficiencies, July 6 to August 14 in Edmonton at the University of Alberta.

Application forms and full information concerning the school may be obtained by writing to S. A. Earl, coordinator of teacher education, Department of Education, Edmonton. Deadline date for filing applications is April 30.

Tuition fees are \$30 per course with an additional general fee of \$8.50. A deposit of \$10 is required on application and the balance is payable on registration date, July 6.

The purpose of the Grade XII Summer

School is to encourage teachers to clear matriculation deficiencies. Two Grade XII courses will be the maximum course load any teacher will be allowed to take. By arrangement with the Faculty of Education, a teacher who is short one Grade XII subject, may study this subject at Summer School and at the same time may enrol in one course of the second year bachelor of education program. This will save the teacher time and expense.

Teachers planning to enrol in the Grade XII Summer School must make their own arrangements for board and room. Assistance with this matter may be obtained by writing to the Student Housing Service, Administration Building, University of Alberta, Edmonton.

Supplementary Voters' List

—B—

Mary Agnes Baughn; L. Berger.

—C—

Thomas J. Clarke.

—D—

Karen Damgaard; L. A. Daniels.

—E—

F. Edwards.

—F—

Francis Fullmer.

—G—

O. S. Geiger.

—H—

J. Harris; Anne Haschak; Anne Hochachka.

—J—

J. W. James; J. C. Johnstone.

—K—

L. R. Kalbfleisch.

—M—

M. A. Marshal; J. F. Mayell; G. S. Mossop.

—Mc—

M. MacDonald; I. MacKenzie.

—N—

Martha A. Nielsen.

—P—

H. E. Panabaker; Jean A. M. Parcels; C. H. L. Pilkington.

—R—

Nicoline C. Rathwell, Elsie Renwick.

—S—

C. Safran; G. M. Schwartz; M. A. Seymour; Alma Sunde; M. W. Sutherland.

—T—

Clarence Thiessen; M. V. Towers; Lawrence Turner.

—U—

F. Ulmer.

—W—

D. J. Walker; R. E. Wilk; John M. Wilkinson; J. M. Wilson.



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| <input type="checkbox"/> TCA EUROPEAN JOURNEY | <input type="checkbox"/> BRITAIN VIA TCA |

Name

Address

Second Thoughts on Grouping

(Continued from Page 10)

students. The application of Conant's recommendations, of course, demands schools of good size,¹⁴ but so also does the application of streaming.

There are, of course, other recognized alternatives for taking care of individual differences among students. One of these is acceleration, the variety of plans for which constitutes a study in itself. Many of them seem distinctly valuable—compensating for different rates of growth and ability while avoiding some of the worst features of general ability grouping. In the elementary school there may well be a solid future for the unit organization presently being tried out in various Ontario school systems and in some Alberta classrooms. This kind of experimentation should continue.

Among the further alternatives to ability grouping are the various kinds of individual or small group activities often associated with the term enrichment. No matter how homogeneously our classes are grouped, we shall never get away from the need for this. We had better, therefore, become experts at it.

Homogeneous grouping is not a bad

thing. On the contrary, in one way or another it is inevitable. However, general ability grouping by classes, streams, or schools involves difficulties and dangers that demand our concern. The difficulties relate mainly to uncertainties about the nature and growth of intelligence and to problems involved in its measurement. The dangers relate mainly to the nature and extent of educational opportunity for students both as individuals and as developing members of society.

There are some alternative (perhaps overlapping) ways of caring for individual differences — by specific interest and ability or achievement groupings, by acceleration, by enrichment. Last, where some measure of general ability groupings seems feasible and desirable or necessary, there should remain in the school program a sphere of common activity appropriate to the development of democratic citizenship. Why should we not have the best of both worlds?

¹⁴For the highly gifted, special classes and certainly special schools would be still more difficult to establish. In accordance with the spirit of Conant's recommendation they would, of course, operate in special fields—as with New York's famous High School of Music and Art.

Scholarship for Young Alberta Writers

Teachers are asked to remind their students or other interested persons that the Hazel Robinson Memorial Scholarship to the Banff School of Fine Arts Summer Session, 1959, is again being offered. The scholarship, valued at \$150, is open to any present senior high school student in Alberta, or any person who has attended senior high school in the province in the last five years and is not over the age of 25.

It will be awarded on the basis of: a single piece of original writing of approximately 3,000 words—in the form of

an essay or article, a short story, or a drama for stage, radio, or television; or selections of poetry totalling 100 lines. There are no restrictions as to the topic of the piece of writing or poetry submitted.

The decision of the judges shall be final and no submissions can be returned to the authors. Entries should be addressed to: Hazel Robinson Memorial Scholarship Committee, Department of Extension, University of Alberta, Edmonton. The closing date is April 30, 1959.

Calgary Separate School Board

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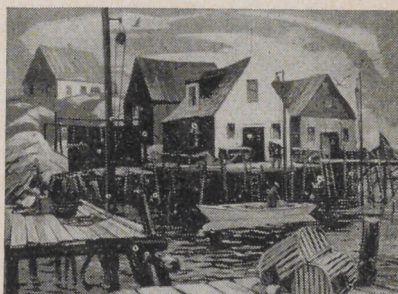
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THE ATA NEWS BEAT

Regional conferences

Two regional conferences were held in March. At Oyen, Dr. S. C. T. Clarke and W. R. Eyres met with representatives of Acadia and Sullivan Lake Locals on Saturday, March 14. On the same day, J. D. McFetridge represented head office at a meeting of Central Eastern Alberta locals held in Hardisty.

Education Week

On Monday, March 2, Grande Prairie, Alberta's youngest city, hosted the official opening ceremony for Education Week. Dr. W. H. Johns, president of the University of Alberta, and Dr. T. C. Byrne, chief superintendent of schools, were feature speakers at the banquet. Master of ceremonies for the evening was vice-president and president-elect R. F. Staples.

Field services

Staff officers have attended a total of 42 meetings, exclusive of committee meetings, since mid-February. Most meetings were concerned with salary matters and public relations.

ASTA-ATA Joint Committee

As a result of periodic conferences between representatives of the Alberta School Trustees' Association and The Alberta Teachers' Association executives, an experimental joint committee has been established to assist in resolving areas of tension between school boards and teachers. The joint committee met with one school board during March in regard to a problem in board-teacher relationships. Representing the ASTA were G. C. Paterson, Q.C., vice-president, and T. C. Weidenhamer, general secretary. The ATA was represented by T. F. Rieger, district representative for Southwestern Alberta, and F. J. C. Seymour, assistant general secretary.

ASCD Conference

Dr. S. C. T. Clarke and A. E. Henderson, principal of Ross Sheppard Composite High School of Edmonton, represented the Association in Cincinnati, March 1 to 5, at the annual conference of the Association for Supervision and Curriculum Development. This particular conference was attended by 2,300 educators from all parts of the United States and by 29 Canadians. Dr. Clarke and Mr. Henderson will present reports on the conference for consideration by the ATA Curriculum Committee.

Edmonton City dispute

The majority award and minority recommendation of the conciliation board in the matter of the salary dispute between the Edmonton Public School Board and the Association were rejected by Edmonton's 1,450 teachers at a general meeting held on March 14. As a result of a request by the teachers, a strike vote will be conducted on April 7 and 8. The Association has, however, offered to meet with representatives of the school board to attempt to settle the matters in issue.

Committee meetings

The following committee meetings were arranged by the Association or attended by ATA representatives: February 16, ATA Bonspiel Committee; February 17, ATA, ASTA, Department of Education committee on teachers' housing; February 23, ATA Scholarship and Loan Committee; February 23, ASTA-ATA Joint Committee; February 28, committee on Annual General Meeting councillor redistribution; March 3, Faculty of Education Council; March 5, ATA Finance Committee; March 13, Inservice Education Committee; March 16, ATA Library Committee.

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NEWS FROM OUR LOCALS

Health unit head is guest speaker

Twenty-five members attended the regular February meeting of the Beaverlodge-Elmworth-Wembley Sublocal, at which the guest speaker was Dr. Brown, public health specialist for the Grande Prairie Health Unit. Dr. Brown gave a comprehensive account of the work of this unit, which covers a territory of 19,000 square miles and includes 62 schools, and explained in detail the problems of the unit and the efforts of the staff towards their solution. Dr. Brown has travelled extensively. Prior to joining the Grande Prairie Health Unit, he was with the occupational forces under General Douglas MacArthur, and with the United Nations as chief medical adviser for 11 countries, comprising 17 health units. At the business session, the teachers heard a report by Phyllis Larsen, local councillor, and by Roy Gouchey on the regional conference at McLennan. Mrs. E. Miles was chosen as a member of the program committee, replacing Patsy Martin who is on leave of absence.

Report from Benalto

The regular sublocal meeting on February 26 included a report on the February meeting of the local by Councillor E. Farris. Comments and suggestions were made to Mrs. L. Holsworth, the sublocal's representative on the salary policy committee, regarding the present salary schedule. An interesting discussion followed on the sublocal's project, Habits of Study for Junior High. Each teacher was requested to prepare a questionnaire on the project for the next meeting.

Beverly Sublocal reports officers

The sublocal officers for the current year are: William Nikolaichuk, president; R. I. Brisebois, vice-president; Winnifred

Batty, secretary; Mrs. Marguerite Rogers, treasurer; J. Patrick, councillor; Mrs. Mary Hyduk, convention representative; F. Oliva, local councillor; and Mrs. D. Haynes, public relations officer. The staff of the Beverly Public School Board was pleased when overcrowding in the system's schools was relieved by pupils moving into the newly-built elementary school early in December. The school still awaits its official opening.

Sublocal hears report on Banff

At the regular meeting of the Camrose South Sublocal, Dennis Dibski gave an informative account about the Banff Conference at which he was a delegate last summer. Twenty-two members attended the meeting. Frank Featherstone and Peter Gill were elected to the public relations committee.

Public relations discussed at Clover Bar

Teachers attending the regular meeting of the Clover Bar Sublocal on February 18 considered in small discussion groups various aspects of public relations. The discussion followed the business meeting which dealt with car insurance, life insurance, and supervision.

Life insurance, arithmetic discussed

W. J. Mewha gave a report on life insurance at the regular meeting of the Dickson-Markerville Sublocal on February 5. In small committees arranged according to divisions, the members also discussed arithmetic problems. Members were asked to prepare tests which will be exchanged with other teachers on each committee. Dave Pearson, divisional trustee, attended the meeting to answer questions pertaining to the new Spruce View School. Lavern Larsen and Inger

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Applications are now being received for the 1959-60 school year. Positions at every level will be available, including specialists in unit shop, commercial and physical education.

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Jacobsen were host and hostess for the supper meeting.

Members tour Hutterite colony

The Fawcett-Jarvie Sublocal held its regular meeting on February 26 in the Dapp School following an interesting tour of the Hutterite colony. A report was given on the last executive meeting and mention was made of the March institute. Members discussed the possibility of winter classes in university courses to be held on Saturdays. A coaching course was suggested as an aid to better track and field days.

Teachers discuss professional matters

District Representative A. J. Shandro addressed the teachers of the Lamont Local at a meeting held at the Andrew High School auditorium. Mr. Shandro dealt with professional matters with the object of acquainting teachers with the latest information on research findings and trends. He also thanked the teachers for the renomination as candidate for Northeastern Alberta representative on the Executive Council. President Mark Orydzuk was chairman of the meeting and P. W. Huculak was secretary.

"Approach to Sociology" sublocal program

G. T. Potter, assistant director of extension, was guest speaker at the December meeting of the Leslieville-Alhambra Condor Sublocal. To illustrate his address on sociology, Mr. Potter played recordings made by the CBC, "Introduction to the Humanities, The Ways of Mankind".

In January, a discussion of the salary schedule took up the major portion of the meeting. The February meeting was held at the home of Mrs. Gertrude D. McCann.

Report card revision sublocal project

Teachers at the February meeting of the Spirit River-Rycroft Sublocal considered report card revision and decided to have suggested revisions ready for discussion at the next meeting. A brief report on salary policy was made by

Mrs. G. Bryan, and an interesting experiment regarding teacher evaluation of tests was conducted by Mrs. E. White.

Report on local business made at Stony Plain-Spruce Grove

Members attending the regular sublocal meeting on February 17 heard a report on the last local meeting by Councillors A. Stecyk and W. Willing, from which a motion resulted concerning accident insurance for pupils. A report was also given on the Edmonton District regional conference held on February 14. It was announced that H. McCall had been re-elected by acclamation as district representative. A committee of E. Ratsoy, G. Carmichael, F. Flanagan, and H. McCall was appointed to investigate the possibility of having an education banquet.

Noon hour supervision discussed at Vulcan

The professional part of the regular monthly meeting of the Vulcan Local, held at Brant on February 24, dealt with noon hour supervision. It was the opinion of the group that noon hour supervision is part of a teacher's job. During the business session the members studied the school committee's offer of a new salary schedule. This is the first time the County has made a substantial offer towards a raise in salary for the staff, in keeping with a new policy of the school committee to make living conditions better for Vulcan County teachers and to give them a good salary schedule.



Well, his personality will suffer, if
you flunk him, and his next teacher
will suffer, if you don't.

University of Alberta SUMMER SESSION

Edmonton, Alberta

July 6 to August 14, 1959

Teachers planning to attend the Summer Session should note carefully the following excerpts from the Summer Session Announcement.

- A substantial portion of course content must be mastered before the session opens. A test covering this assigned study will be held on Friday or Saturday, July 10 or 11.
- The deadline for registration is April 30.
- Students who complete advance registration not later than March 31 will be granted a reduction in tuition fees of \$5 per course.

REGISTER NOW!

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THE MAILBAG

To the Editor—

The month of April holds the answer to one of the greatest questions ever asked: when can we expect freedom from cancer? April is the month when the people of 68 nations, consciously appraising the threat of this enemy, which in Canada alone took over 21,000 lives last year, give millions of dollars to fight cancer through research, education, and welfare. In this country, the Cancer Crusade is under the leadership of the Canadian Cancer Society.

The 1958 Cancer Crusade was the most successful yet, with \$300,000 raised at a campaign cost of less than 3c on the dollar. The Society is the only continuing

source of funds for cancer research in Alberta.

So, as we prepare for the campaign, the arrival of spring, and the renewal of so much life, we move with confidence, for the support of the Crusade can also be the means of ensuring life. May we express the hope that your readers will again include this cause in their appropriation for charitable work in 1959.

Yours sincerely

R. DOUGLAS THOMSON
Campaign Chairman
Canadian Cancer Society
11328 Jasper Avenue
Edmonton, Alberta

A Golden Anniversary

March is Red Cross Month and we are reminded of the event by the many posters and flags carrying the familiar and traditional symbol of mercy.

It is interesting to note that this year the world will commemorate the hundredth anniversary of the birth of the Red Cross idea, and at the same time we salute our Canadian Red Cross Society in its golden anniversary year.

The idea of an organization to give help to people of all creeds, colors, and political beliefs was born on a battle-

field in Solferino and was conceived in the mind of Henri Dunant, a man destined to be recognized as a great humanitarian. The first practical application of his idea was demonstrated when he organized volunteers to care for the sick and wounded of both armies of that memorable battle in 1859.

Down through the century the principles proposed at that time have been accepted and encouraged in 82 nations of the world. Today there are no boundaries in the Red Cross world and the long arm of mercy is always extended whenever and wherever people need help and understanding.

Here in Canada the Red Cross movement has had an outstanding growth and today it literally spans the nation with an active organization in more than 1,200 Canadian communities in every province. It is recognized as the nation's largest voluntary organization with the support of millions of men, women, and children. The record of achievement during the



half century can be shown by volumes of statistics, but the genuine accomplishment is known by the millions of our neighbors who have been helped in so many ways by the Canadian Red Cross.

To meet its many humanitarian obligations and to carry on its essential services and programs, the Red Cross needs the support of every Canadian. The people who volunteer their time, their energy, their talent, and their blood must be generously supported by those who are able to give their financial support.

This month volunteer Red Cross canvassers will be requesting our financial help for the Canadian Red Cross. The dollars we are able to give will mean so much to so many. We know that we will be helping others and there is always the chance that we may be helping ourselves. Through our generous donation we will make sure that the work of Red Cross and the work of mercy will not end.

GRANDE PRAIRIE CITY SCHOOL DISTRICT

Teachers are required for the term beginning September, 1959, for Grades I to IX, and in most subject areas of the senior high school. In particular, we have openings for teachers of commercial subjects, physical education, and automotive shop. Some administrative positions are available.

Salary schedule under negotiation.

For application forms and salary schedule, write to

**Secretary-Treasurer
Grande Prairie School District
No. 2357
Box 3328, Grande Prairie**

Radio Looks at the Schools

President Inez K. Castleton will be one of the well-known personalities on the educational scene discussing Canadian schools' curricula in a CBC series of broadcasts under the title, "What Goes on in our Schools". The series, beginning on Wednesday, April 15 and running weekly through to May 20, will be heard on Trans-Canada Matinee at 2:30 p.m. MST.

Tape recorder in hand, Toronto freelance broadcaster Majorie McEnaney visited Queen's Park School in Calgary, Assiniboine Primary School in Regina, a private school in Montreal, a public school in Ottawa, a technical school in another city. Listeners will hear about the much discussed project method as applied in classes in social studies, reading, creative writing, current events, and mathematics. They will learn about the

teaching of languages as it is actually done in several different schools. Parents, teachers, and students, will give their views on extra-curricular activities such as sports, drama, literary societies, musical events.

Teachers themselves will be the subject of one broadcast. Mrs. McEnaney has asked teachers to talk about their work, their training, their achievements, and the sense of accomplishment they get from their profession. The shortage of teachers is also discussed.

The final broadcast will delve into some of the broad questions in Canadian education. Do bright children leave high school and why? Are our best students going to university? Will more money available for educational purposes solve some of these problems?

In Memory

Name	Last Employment	Date of Death
William Murray Bell	Lethbridge S.D. 51	Feb. 13, 1959
*G. M. Crawford	Lac Ste. Anne S.D. 11	Feb. 11, 1959
*G. F. Godfrey	Ponoka Co. 3	Feb. 22, 1959
*Edith L. Joudrey	Edmonton S.D. 7	Feb. 11, 1959
Margaret Lacey	Lethbridge Sep. S.D. 9	Feb. 26, 1959
*Donald MacPherson	Crowsnest Cons. S.D. 78	Dec. 16, 1958
*Margaret B. Moore	Calgary S.D. 19	Dec. 18, 1958
Gladys Pasmore	Wheatland S.D. 40	Feb. 23, 1959
*E. Irene Smith	Calgary S.D. 19	July 4, 1958
Bertha L. T. Westover	Clover Bar S.D. 13	Jan. 22, 1959

*Pensioners

MEDICINE HAT

School District No. 76

There will be vacancies on the staff of the Medicine Hat City Schools for the coming year for teachers of—

- High School
- Junior High School
- Elementary School
- Opportunity Class

Commencing salaries range
up to \$7,100.

(Salary Schedule under negotiation)

Application form and copy of salary schedule will be forwarded upon request to—

G. H. DAVISON

Secretary-Treasurer

Medicine Hat School District No. 76
Box 189, Medicine Hat

Cooperation Requested

Each year hundreds of teachers in the Province of Alberta resign from their positions. In some divisions, districts, and counties, the number resigning may be as high as fifty percent of the total teaching staff.

Most teachers know that, if they intend to leave teaching, they must resign on or before June 15. If they intend to seek another teaching position, they have until July 15 to resign. Teachers who enter a contract with another school board are, of course, required to give notice of termination of the existing contract within eight days after signing the new contract.

It is human nature to postpone. Many teachers who know they will be resigning from their present positions delay until the last minute handing in their resignations. This delay works a hardship on the school boards concerned and on other teachers. The earlier resignations are submitted, the more time there is

ASTA-ATA Joint Committee

At a joint meeting of representatives of the executives of the Alberta School Trustees' Association and The Alberta Teachers' Association, the matter of the widely-publicized hearings of the Board of Reference was discussed. It was agreed by representatives of both organizations that it is not in the interests of education to have such matters the subject of flamboyant newspaper publicity.

To attempt to prevent possible disputes from going forward to court, in cases where settlement might be effected without such recourse, a joint committee has been set up consisting of the general secretaries of the two associations and one other representative from each.

Since there are approximately 10,000 teachers in Alberta, it is obvious that this committee cannot deal with minor difficulties or trivial matters. Unfortunately, it is indeed difficult to tell in advance what may become a major issue. Local people are asked to use their best judgment. There should be, however, no hesitation in referring any case or situation, if it seems that it could become dangerous to the well-being of education in the district. Members of local executives can be particularly helpful in this regard.

It is expected that only those cases

impossible to resolve by local efforts should be referred, because the joint committee will not have the time to deal with a multitude of cases.

A commercial teacher is required for the high school grades. Application forms and salary schedule will be supplied upon request.

Apply to —
SECRETARY-TREASURER
ST. LOUIS SEPARATE
SCHOOL DISTRICT No. 21
MEDICINE HAT, ALBERTA

FIELD, HYNDMAN, FIELD,
OWEN, BLAKEY & BODNER

Barristers and Solicitors
Solicitors for the
Alberta Teachers' Association
516 McLeod Building Telephone GA 4-8061
Edmonton, Alberta

The Taber Separate School District requires teachers, particularly High School, for September.

Apply to —
REV. C. J. LYONS
BOX 460, TABER, ALBERTA

J. J. BUTCHART & ASSOCIATES
OPTOMETRISTS

Edmonton, Alberta
Woodward Stores Ltd., Phone GA 4-0151
Westmount Shoppers' Park, Ph. GL 5-2868
J. Butchart, G. O. Haugh, E. A. Soderman

for school boards to advertise and for other teachers to apply for the positions vacated.

Teachers are, therefore, urged to submit their resignations as soon as possible after making the decision to resign. The more difficulty school boards experience because of teachers' waiting until the last minute to resign, the greater will be the pressure from trustees to have the date for teacher resignations made earlier. It is in the interests of teachers to act voluntarily in this matter. The welfare of your fellow-teachers makes this call on your professional spirit.

The Pincher Creek School Division No. 29 requests applications for high school positions in Commercial, Mathematics-Science.

1958-59 schedule: three years' training —\$3400-\$5200; four years' training —\$3900-\$6100; five years' training —\$4200-\$6400; six years' training —\$4500-\$6700.

1959-60 schedule presently under negotiation.

Apply to: **A. L. WADSTEIN, Secretary-Treasurer, Pincher Creek, Alberta.**

Q & A

OUR READERS WRITE

◆ *Will the Grade XII Summer School for teachers with matriculation deficiencies be held at Red Deer as well as at Edmonton?*

No. The Grade XII Summer School for teachers will be held at the University of Alberta, Edmonton.

◆ *I believe that I am not being paid the salary to which I am entitled. What should I do?*

If your local association has not been able to check the payroll to make certain that each teacher is being paid in accordance with the agreement, you should take the matter up with the secretary-treasurer of the school board. If you believe that your salary is incorrectly computed and the board refuses to act, you should refer the matter to your representatives on the grievance or interpretation committee. If no such committee exists, refer your case to head office.

◆ *What must I do to get leave of absence from my position?*

You should first discuss your problem with the superintendent of schools and then submit a written request through the secretary-treasurer of the school board. Your letter should state the length of leave requested and reasons for asking for the leave of absence. You should also be prepared to appear before the board, if requested, to discuss the matter.

◆ *What authority do staff officers have for making policy statements?*

A staff officer performs an administrative and executive function in the name

of the Association. He is limited in his counsel and advice on matters of policy in two ways. First, on matters on which policy resolutions exist, he is confined to the official statement of that policy. On matters for which no policy exists, he is constrained by the consideration that the Executive Council and the Annual General Meeting are the Association's voice, and therefore he can express only a personal opinion, and that only if circumstances compel such expression.

◆ *I am interested in applying for a position as superintendent of schools with the government. Who should I contact?*

Write to the Chief Superintendent of Schools, Dr. T. C. Byrne, Department of Education, Administration Building, Edmonton.

◆ *Why do you publish long-winded articles by university professors?*

We believe that any article which has something to say about education to some, if not all, teachers merits publication. We are aware that any one article will not interest all teachers any more than all articles in any publication interest all readers.

◆ *I think that the ATA newsletters should go to every teacher. Can this be done?*

Certainly. But the decision to do so will involve consideration of the value to individual teachers and the additional cost. This consideration could be placed before the Annual General Meeting by resolution from a local association or alternatively be referred to the Executive Council for study and report.

◆ *Who is the outstanding authority on teachers' salary schedules in Canada?*

Your guess is as good as ours.

Teacher Aides

The use of teacher aides has been proposed as one solution to the crisis in education caused by the shortage of qualified teachers. A more fundamental consideration is whether, whenever the training and qualification of the professional person reaches a high level, some clerical and low-level professional duties should be performed by other personnel. A point can be made that the highly skilled professional person is essentially wasting his time on clerical and low-level professional activities. Another consideration, perhaps unique to the teaching profession, is the matter of the model provided for young children. It is well known that any older person who is regularly in contact with children is taken as a model. The children pattern their speech, habits, deportment, and other aspects of behavior after that displayed by the model. These are the major issues involved in the consideration of teacher aides.

Early in the current school year an alert secretary of a sub-local reported that a clerk had been placed full-time in an elementary level classroom in a nearby school under the direction of a capable teacher. Your Executive Council considered this matter and instructed the general secretary to inform the Minister of Education and the chief superintendent of schools of the grave view that the Association took of this matter, and to take whatever steps he deemed necessary to alter this arrangement. At the same time the ATA local protested the placing of a clerk in the classroom during instructional periods. This alertness on the part of the teachers on the spot is highly commended.

The local superintendent of schools, in facilitating the placement of this clerk in the classroom, no doubt was acting in good faith. He had made it clear to the school board that this was in the nature of an experiment. Unfortunately, the teachers' association, which was vitally concerned, was not consulted.

On following up this matter, it soon became clear that the legality of teacher aides under *The School Act* hinged on some definition of teaching. There is no definition of teaching in *The School Act*. It is clearly illegal to have a non-certificated person performing teaching duties in a school classroom. Is mimeographing a teaching duty? Is copying work on the blackboard, correcting workbooks, doing flash card work with a reading group?

The Minister of Education decided to appoint a committee of professional educators to investigate and report and named Dr. T. C. Byrne, chief superintendent of schools (chairman); Dr. H. T. Coutts, dean, Faculty of Education; and your general secretary. This committee met and agreed upon the following definitions:

teaching—contact with children which produces or is designed to produce changes in behavior;

teacher—a certificated person who initiates, organizes, directs, and performs the teaching process in a specific classroom in a school or schools, or is legally empowered to do so;

teacher's aide—one who may perform, in addition to clerical service, some phases of the teaching process under the direction of a qualified teacher;

school clerk—one who does not operate in the classroom continuously but who has a work station outside the classroom to carry out clerical duties assigned by a teacher or principal.

With respect to the specific case, the committee decided that some, at least, of the clerk's duties were those of a teacher's aide. It was the opinion of the committee that a school board had no legal right to employ or pay teacher's aides and that the existing arrangement with respect to this person should be altered.

It was made clear that the Association is not opposed to clerical assistance for teachers. In fact additional clerical assistance would be welcome. A half-time clerk for some five or six elementary teachers could be used to advantage. This is currently being tried in a Ford Foundation demonstration conducted by the George Peabody College for Teachers at Davidson County, Tennessee. According to *The Tennessee Teacher* of February, 1959, this scheme is relatively inexpensive and is most helpful to the overburdened teacher. The secretarial and clerical tasks are, of course, performed outside of the classroom. This leads to the second clear position of your Association: that teaching duties should not be performed by non-certificated persons.

One point has been settled—clerks are not stationed in classrooms. Another point is not settled—should teacher aides be employed? The selection, use, and control of such persons is a matter for further consideration by the teaching profession.

Stanley Clarke

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